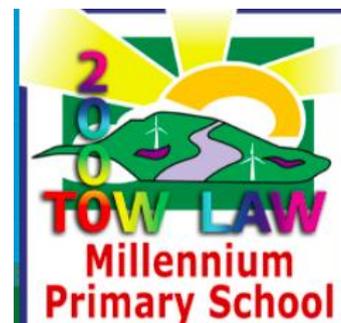


# ***Tow Law Millennium Primary School Design and Technology Policy***



## **Aims and Objectives**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The aims of design and technology are:

- to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- to critique, evaluate and test their ideas and products and the work of others;
- to understand and apply the principles of nutrition and learn how to cook.

## **Teaching and Learning Style**

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating

these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using classroom assistants (where available) to support the work of individual children or groups of children.

## **Design and Technology Curriculum Planning**

We use the National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for design technology. We are also using Kapow Primary to plan our topics for design and technology.

Our curriculum planning is in three phases (long-term, medium-term and short-term). The long-term plan maps the design and technology curriculum aspects to be studied in each term within each class. The design and technology subject leader works out this plan in conjunction with teaching colleagues in each year group and links these, wherever possible, to the overarching curriculum topic for each term.

Our medium-term plans give details of the objectives and topic focus for each term. These plans are saved in the planning file on the SharePoint.

For short term plans each class teacher creates a plan for each lesson. These daily lesson plans list specific learning objectives. The class teacher keeps these individual plans, and often discusses them with the design and technology subject leader on an informal basis.

We plan the topics in design and technology so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

## **The Foundation Stage**

In EYFS pupils are taught design and technology skills within the specific areas of Understanding the World and Expressive Arts and Design. Children are given activities through both focussed and child initiated work to develop their skills and learning to meet the Early Learning Outcomes and Early Learning Goals for each of these areas.

These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity. Children are encouraged to build with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

## **Teaching Design and Technology to Children with extra needs.**

We teach design and technology to all children, whatever their ability. Design and technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children. Through this work we ensure that children who are MAT are challenged within their tasks and are given the opportunity to extend their knowledge, understanding and work further. Work in design and technology also considers the outcomes set for individual children in their Support Plans where appropriate.

## **Assessing and Recording through progression grids**

We assess children's work in D & T by making informal judgements as we observe them during each D & T lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, following our marking policy. We record attainment by annotating medium term plans and by highlighting (orange - autumn, green - spring, yellow - summer) the progression grids to show the 'I can' statements covered during that term. We then make an overall judgement of emerging, developing or secure within that unit of work which is recorded using children's initials on the tracking sheet at the end of each term. Which is then recorded in an overview data tracking sheet at the end of each term.

## **Resources**

There are a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology store.

## **Health and Safety**

All teaching staff have completed an online course in Food Safety and Hygiene training and received accredited certificates which are renewed every 3 years.

We teach children to follow proper procedures for food safety and hygiene. We also teach children to use tools correctly, safely and appropriately for the task in hand and to store tools and equipments safely at the end of a task. Staff follow strict food safety protocols where any food used will have been bought, stored and transported appropriately.

## **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader reviews evidence of the children's work and may undertake lesson observations of design and technology teaching across the school.

**Signed: A. Mahon**

**Date: Summer 2025**

**Policy to be reviewed: Summer 2027**